



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 10711260  
SAU: Hancock School Department  
School: Hancock Grammar School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

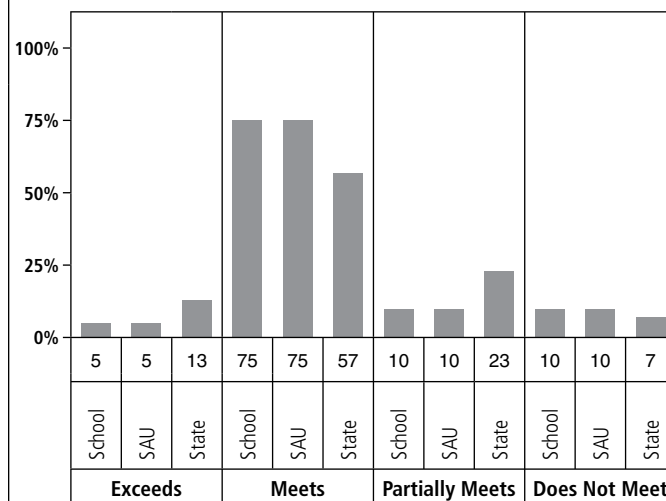
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: Hancock School Department  
School: Hancock Grammar School

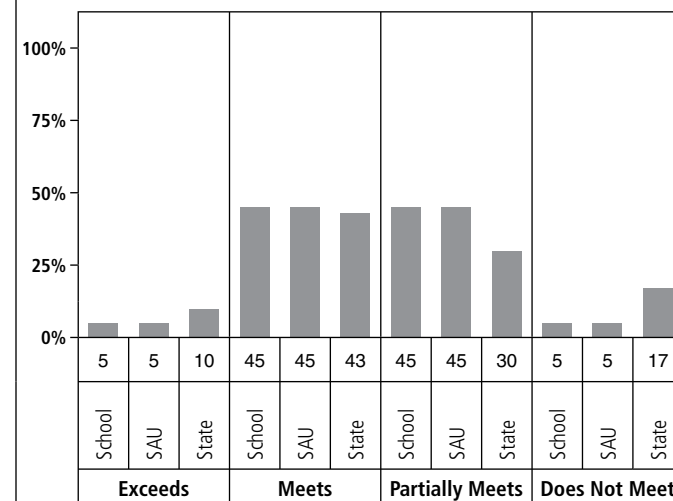
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	643	643	644
2006–2007	642	642	646
<b>2007–2008</b>	<b>646</b>	<b>646</b>	<b>648</b>
Cum. Avg. *	643	643	646
<b>Mathematics</b>			
2005–2006	637	637	641
2006–2007	645	645	643
<b>2007–2008</b>	<b>643</b>	<b>643</b>	<b>642</b>
Cum. Avg. *	641	641	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: Hancock School Department  
School: Hancock Grammar School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	21	100	21	100	14365	100	20	95	20	95	14266	99	20	95	20	95	14268	99						
<b>Ethnicity</b> African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	413	99						
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99						
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100						
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99						
Caucasian/White	21	100	21	100	13438	94	20	95	20	95	13353	100	20	95	20	95	13350	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	3	14	3	14	2518	18	3	100	3	100	2479	99	3	100	3	100	2479	99						
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99						
<b>Economically disadvantaged</b>	9	43	9	43	5335	37	8	89	8	89	5277	99	8	89	8	89	5279	99						
<b>Migrant</b>	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	18	86	18	86	11613	81	18	86	18	86	11626	81						
Identified disability (PET/IEP)	1	6	1	6	373	3	1	6	1	6	373	3						
LEP	0	0	0	0	187	2	0	0	0	0	187	2						
504 plan	0	0	0	0	149	1	0	0	0	0	150	1						
<b>Participation with accommodations</b>	2	10	2	10	2451	17	2	10	2	10	2446	17						
Identified disability (PET/IEP)	2	100	2	100	1909	78	2	100	2	100	1910	78						
LEP	0	0	0	0	142	6	0	0	0	0	152	6						
504 plan	0	0	0	0	85	3	0	0	0	0	84	3						
Other	0	0	0	0	350	14	0	0	0	0	335	14						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	197	1	0	0	0	0	196	1						
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0						
<b>Non-participation – other</b>	1	5	1	5	75	1	1	5	1	5	73	1						

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Hancock School Department  
School: Hancock Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	2	6	2	6	1176	8
	2006-2007	0	0	0	0	1132	8
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	3	4	3	4	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	16	46	16	46	7612	51
	2006-2007	16	53	16	53	8127	57
	<b>2007-2008</b>	<b>15</b>	<b>75</b>	<b>15</b>	<b>75</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	47	55	47	55	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	14	40	14	40	4080	27
	2006-2007	11	37	11	37	3549	25
	<b>2007-2008</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>10</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	27	32	27	32	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	3	9	3	9	2005	13
	2006-2007	3	10	3	10	1478	10
	<b>2007-2008</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>10</b>	<b>981</b>	<b>7</b>
	Cum. Total*	8	9	8	9	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	31.8	56.8	31.8	56.8	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.1	57.5	16.1	57.5	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	15.7	56.1	15.7	56.1	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Hancock School Department  
 School: Hancock Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	20	1	5	15	75	2	10	2	10	646	20	5	75	10	10	646	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	20	1	5	15	75	2	10	2	10	646	20	5	75	10	10	646	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2282	2	29	42	27	636
No	17	1	6	14	82	2	12	0	0	648	17	6	82	12	0	648	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	20	1	5	15	75	2	10	2	10	646	20	5	75	10	10	646	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	8	0	0	6	75	1	13	1	13	643	8	0	75	13	13	643	5153	6	51	31	12	643
No	12	1	8	9	75	1	8	1	8	648	12	8	75	8	8	648	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	20	1	5	15	75	2	10	2	10	646	20	5	75	10	10	646	14057	13	57	23	7	648
<b>Gender</b>																						
Female	10	0	0	8	80	1	10	1	10	645	10	0	80	10	10	645	6967	16	59	20	5	650
Male	10	1	10	7	70	1	10	1	10	647	10	10	70	10	10	647	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1186	6	41	42	11	642
No	20	1	5	15	75	2	10	2	10	646	20	5	75	10	10	646	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	0										0						557	50	48	2	0	661
No	20	1	5	15	75	2	10	2	10	646	20	5	75	10	10	646	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 6  
 SAU: Hancock School Department  
 School: Hancock Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%			
How much homework do you do on school nights?																						
A. none	5	0	0	1	100	0	0	0	0	646	5	0	100	0	0	646	6	7	43	30	20	641
B. less than one hour	68	0	0	11	85	2	15	0	0	647	68	0	85	15	0	647	56	13	58	23	6	648
C. one to two hours	16	1	33	2	67	0	0	0	0	654	16	33	67	0	0	654	34	15	60	20	5	649
D. more than two hours	11	0	0	1	50	0	0	1	50	637	11	0	50	0	50	637	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	26	1	20	4	80	0	0	0	0	651	26	20	80	0	0	651	40	17	60	19	5	650
B. They match some of what I have learned.	63	0	0	9	75	2	17	1	8	646	63	0	75	17	8	646	48	12	59	23	6	648
C. They match just a little of what I have learned.	0										0						9	7	45	34	15	643
D. There is no match.	11	0	0	2	100	0	0	0	0	649	11	0	100	0	0	649	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	11	1	50	1	50	0	0	0	0	659	11	50	50	0	0	659	28	26	58	11	4	653
B. good	58	0	0	9	82	2	18	0	0	647	58	0	82	18	0	647	54	9	61	24	6	647
C. fair	32	0	0	5	83	0	0	1	17	644	32	0	83	0	17	644	16	3	48	37	13	642
D. poor	0										0						2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	1	50	0	0	1	50	635	11	0	50	0	50	635	15	10	48	27	15	644
B. about the same as my regular schoolwork	68	1	8	11	85	1	8	0	0	649	68	8	85	8	0	649	66	13	59	22	5	649
C. easier than my regular schoolwork	21	0	0	3	75	1	25	0	0	648	21	0	75	25	0	648	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	0										0						9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	71	0	0	10	83	2	17	0	0	646	71	0	83	17	0	646	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	29	1	20	4	80	0	0	0	0	655	29	20	80	0	0	655	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	1	10	7	70	1	10	1	10	647	53	10	70	10	10	647	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	42	0	0	7	88	1	13	0	0	648	42	0	88	13	0	648	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	1	100	0	0	0	0	650	5	0	100	0	0	650	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	11	0	0	2	100	0	0	0	0	649	11	0	100	0	0	649	19	19	58	17	6	651
B. 20 minutes to an hour	37	1	14	5	71	1	14	0	0	651	37	14	71	14	0	651	51	15	60	20	5	649
C. less than 20 minutes	5	0	0	0	0	0	0	1	100	624	5	0	0	0	100	624	12	9	56	26	9	646
D. I rarely read at home.	47	0	0	8	89	1	11	0	0	646	47	0	89	11	0	646	18	4	50	34	13	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	624	100	0	0	0	100	624						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Hancock School Department  
School: Hancock Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	4	11	4	11	1463	10
	2006-2007	6	20	6	20	2092	15
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	11	13	11	13	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	9	26	9	26	5914	40
	2006-2007	14	47	14	47	5731	40
	<b>2007-2008</b>	<b>9</b>	<b>45</b>	<b>9</b>	<b>45</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	32	38	32	38	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	10	29	10	29	4494	30
	2006-2007	5	17	5	17	4175	29
	<b>2007-2008</b>	<b>9</b>	<b>45</b>	<b>9</b>	<b>45</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	24	28	24	28	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	12	34	12	34	3014	20
	2006-2007	5	17	5	17	2308	16
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	18	21	18	21	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.2	48.4	9.2	48.4	9.6	50.5
Cluster 2: Shape and Size	15	27	8.7	58.0	8.7	58.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.7	52.9	3.7	52.9	4.2	60.0
Cluster 4: Patterns	15	27	8.1	54.0	8.1	54.0	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Hancock School Department  
 School: Hancock Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	20	1	5	9	45	9	45	1	5	643	20	5	45	45	5	643	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	20	1	5	9	45	9	45	1	5	643	20	5	45	45	5	643	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2283	2	18	31	49	627
No	17	1	6	9	53	7	41	0	0	645	17	6	53	41	0	645	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	20	1	5	9	45	9	45	1	5	643	20	5	45	45	5	643	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	8	0	0	2	25	5	63	1	13	636	8	0	25	63	13	636	5160	4	34	36	26	636
No	12	1	8	7	58	4	33	0	0	647	12	8	58	33	0	647	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	20	1	5	9	45	9	45	1	5	643	20	5	45	45	5	643	14065	10	43	30	17	642
<b>Gender</b>																						
Female	10	0	0	5	50	4	40	1	10	640	10	0	50	40	10	640	6974	10	43	31	16	642
Male	10	1	10	4	40	5	50	0	0	646	10	10	40	50	0	646	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1192	4	23	43	30	634
No	20	1	5	9	45	9	45	1	5	643	20	5	45	45	5	643	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	0										0						557	53	42	4	0	663
No	20	1	5	9	45	9	45	1	5	643	20	5	45	45	5	643	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 6  
 SAU: Hancock School Department  
 School: Hancock Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	1	100	0	0	0	0	656	5	0	100	0	0	656	6	6	33	31	31	635
B. less than one hour	68	1	8	7	54	5	38	0	0	645	68	8	54	38	0	645	56	11	43	30	16	643
C. one to two hours	16	0	0	1	33	2	67	0	0	643	16	0	33	67	0	643	34	11	45	30	14	644
D. more than two hours	11	0	0	0	0	1	50	1	50	622	11	0	0	50	50	622	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	58	1	9	6	55	4	36	0	0	649	58	9	55	36	0	649	45	14	47	28	11	646
B. They match some of what I have learned.	37	0	0	3	43	3	43	1	14	636	37	0	43	43	14	636	43	8	43	33	17	641
C. They match just a little of what I have learned.	5	0	0	0	0	1	100	0	0	628	5	0	0	100	0	628	9	6	30	33	32	635
D. There is no match.	0										0						3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	32	1	17	4	67	1	17	0	0	656	32	17	67	17	0	656	29	24	51	17	8	651
B. good	32	0	0	2	33	4	67	0	0	639	32	0	33	67	0	639	48	6	45	33	16	641
C. fair	26	0	0	3	60	2	40	0	0	640	26	0	60	40	0	640	19	1	29	42	28	634
D. poor	11	0	0	0	0	1	50	1	50	624	11	0	0	50	50	624	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	21	0	0	3	75	0	0	1	25	640	21	0	75	0	25	640	24	5	38	33	24	638
B. about the same as my regular schoolwork	68	0	0	5	38	8	62	0	0	640	68	0	38	62	0	640	62	9	45	31	14	643
C. easier than my regular schoolwork	11	1	50	1	50	0	0	0	0	666	11	50	50	0	0	666	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	42	0	0	4	50	4	50	0	0	644	42	0	50	50	0	644	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	58	1	9	5	45	4	36	1	9	642	58	9	45	36	9	642	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	16	0	0	2	67	1	33	0	0	647	16	0	67	33	0	647	17	8	39	30	22	639
B. two or three days a week	26	0	0	2	40	3	60	0	0	643	26	0	40	60	0	643	34	11	44	31	14	643
C. two or three times each month	21	1	25	2	50	1	25	0	0	650	21	25	50	25	0	650	31	12	44	29	15	644
D. never or almost never	37	0	0	3	43	3	43	1	14	637	37	0	43	43	14	637	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	0	0	0	0	1	100	610	5	0	0	0	100	610	11	11	37	29	23	641
B. two or three days a week	11	0	0	2	100	0	0	0	0	652	11	0	100	0	0	652	32	11	44	30	15	643
C. two or three times each month	42	1	13	3	38	4	50	0	0	645	42	13	38	50	0	645	32	11	45	30	15	643
D. never or almost never	42	0	0	4	50	4	50	0	0	643	42	0	50	50	0	643	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	0	0	1	100	0	0	640	5	0	0	100	0	640	7	6	29	33	32	635
B. 30–45 minutes	21	0	0	1	25	3	75	0	0	639	21	0	25	75	0	639	37	8	39	34	20	640
C. 45–60 minutes	74	1	7	8	57	4	29	1	7	644	74	7	57	29	7	644	42	13	47	28	12	645
D. more than 60 minutes	0										0						15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	610	100	0	0	0	100	610						